

Jewellery for Pharaoh's Daughter

Pencalenick School, Truro – a school for students with complex learning needs

Ages 11–14

Students were drawn to the women's jewellery and looked at it closely using the interactive whiteboard. They practised their threading skills using beads, pasta and buttons, before deciding to make their own beads. Two different techniques were used – shaping together two colours of soft clay and baking them, and rolling glued strips of paper around a pencil to make a tight coil. This took a lot of practice!

Class Teacher

'I liked making the beads, the paper stuck to my fingers but I liked the clay ones.'

Student, aged 12

'I did it!'

Student, aged 13 – proud of herself after making her own bracelet

TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses



Why Would a Mother Send Her Child Away?

Combe St Nicholas CE VA Primary School,
Somerset

Ages 10–11

We visited a local park and the children discovered a basket by the river's edge with a baby doll inside! They asked why someone would give up their baby, and we started to talk about different times when families have protected their children by sending them away, such as during the World Wars.

Class Teacher, Headteacher and English Coordinator

'We learned about The Finding of Moses, which is a picture that tells us that a baby got put in a river for safety. The Pharaoh's daughter found the baby and took him to safety from the Pharaoh who wanted to kill all the baby boys. Mothers would send a child away because of natural disasters or wars like WW1 or 2 ... so they could have a better life at another place.'

Student, aged 11

TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses

Why would a mother give up her child?

This has been inspired by The Finding of Moses. Moses' mother had to give her own baby away for the sake of his safety. It made me think about how hard that decision would have been and how that same decision has been repeated at other times throughout history. It's a decision that I don't know if I could make.

It was difficult to get to sleep last night. There were rows amongst other loud, unidentified noises from the lower floors of Cumberland House, glasses smashing from outside and the distant but distinct sound of screaming. I shivered and huddled down under the covers, pillow over my head to block out the world outside and I finally went to sleep.

Mum woke me up very early and the first thing she asked me was, "Naomi, would you like to go on a little holiday?". Her voice sounded strange and strained though she tried her hardest to sound cheerful. Although she kept on her face a mask of happiness, she could not disguise her eyes; they were red, puffy and swollen. They were in some distant place.

"Mum, what has happened?" I asked in agitation. She did not answer my question but ducked her head and I saw her eyes brimming with tears. "Mum, what?"

"Nothing nothing" she mumbled, dragging a hand across her pale eyes. "Right get packing"

"For what?" I asked panicking

"For the holiday, Naomi. You're going to have a lovely holiday."

I didn't say anything but brought down my suitcase. It was old and tattered, but you could still make out the salmon pink colour. Whenever we went anywhere, I would always talk. My parents sometimes made fun of me for talking too much, but I didn't feel like it today. I didn't really know why. My smile felt strained, just like mums. I continued packing my clothes, my books and my toys. Then I wondered where our wash things would go. I went to ask mum she looked at me sideways "You'd better take my wash bag"

"Shall I put your things in too?" I replied.

"No, Naomi. I'm not coming" looking at me properly, at last.

Watercolour Landscapes

Pembroke Park Primary School, Salisbury

Ages 10–11

Year 6 quickly identified that the painting showed the story of Moses, but questioned why the women were dressed in clothes from a different time. We then noticed that the background looked more like somewhere in the UK than Egypt. After exploring different types of paint, we went out into the school field to paint our own landscapes using watercolours.

Class Teacher and Arts Lead

'I enjoyed looking at the painting of Moses and learning about different techniques artists use when painting landscapes. I enjoyed painting my own landscape and thinking about who would commission it, and what changes I would need to make so it was right for them.'

Student, aged 11

TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses



Our Families

Icknield Primary School, Luton

Ages 4–5

We noticed that the painting shows a type of family. The children came up with lots of different ideas about who can be part of a family and said that families often live together. We thought about who belongs to our families and drew them using pencils. We then used a colour wash for the background and made houses for them out of lollipop sticks.

Early Years Teacher

'I loved making my house because painting is my favourite!... It was easy to stick the sticks together for the house. I used lots of glue.... It made me really happy because I could see my family safe inside.... I love my house and I love my family.'

Reception children

TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses



Shimmery Fabrics

Yewstock School, Dorset – a school for students with additional learning needs

Ages 10–11

Our students were intrigued by all the women in their brightly coloured dresses. They enjoyed looking at the different colours and how real the fabrics looked, shimmering in the light. We experimented by layering pearlescent paints over a selection of shiny surfaces, creating swirls and folds inspired by the fabrics.

Subject Lead for Art

'The paints looked just like the colour of the dresses.'

Student, aged 10

'This reminds me of water too, all the swirls of the river rushing past.'

Student, aged 10

TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses



TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses

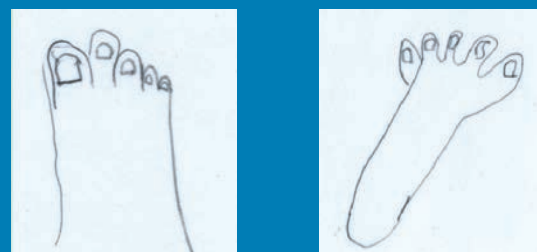
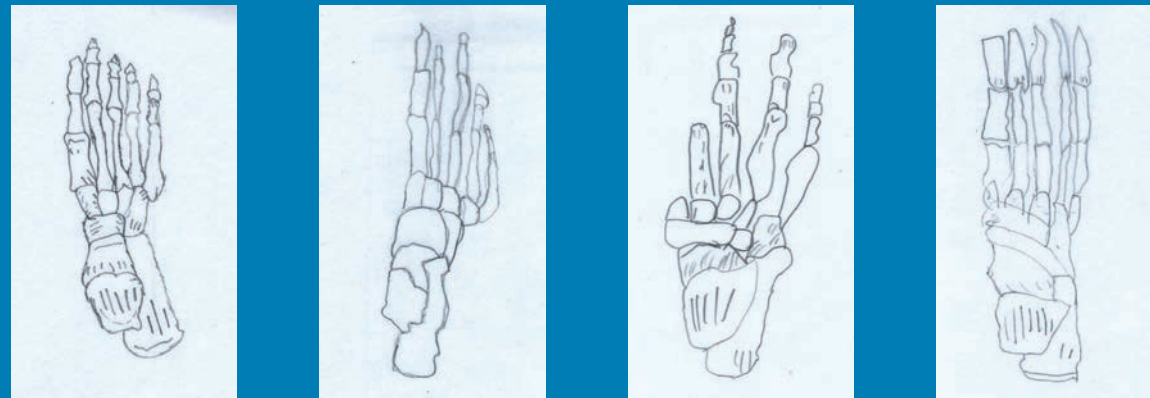
Helping Hands

Yewstock School, Dorset – a school for students with additional learning needs
Ages 7–9

We could see that there were lots of hands and arms in the painting, pointing and telling the story. Students looked at the shapes of the gestures and recreated them using templates. They then used their hands to create prints on large pieces of paper, producing colourful patterns. Finally, we assembled the prints, patterns and templates to produce the final piece. Our children are non-verbal and are very sensory-based. They used the paint to explore their sensory needs and all enjoyed the freedom of the process.

Class Teacher
Teaching Assistant





Fantastic Feet

St Robert's First School, Northumberland
Ages 7–8

Our class had lots of questions about the bare feet that we could see in the painting. Some of the feet were dirty, so they must have left footprints in the mud. We decided to make footprints in paint to see how that might have felt, and photographed our feet using iPads. A local podiatrist helped us to find out more about the anatomy of feet, and we made detailed drawings. We then created plasticine models and slipper casts.

Class Teacher

'We wanted to know about why the ladies had dirty feet. A podiatrist taught us about how our feet move and why they make footprints. When we made the foot casts, the plaster bandages felt surprisingly warm and it was fun to make our feet with the soft plasticine.'

Students aged 7–8

TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses



Baskets with Notes from Moses' Mother

Headlands Primary School, Northampton
Ages 8–9

Year 4 were interested in Moses' basket but were worried that he would not be comfortable inside it. We contacted a local weaver who taught the children how to make mini willow baskets for Moses. They then decided to add notes from Moses' mother to give him comfort on his journey.

Headteacher

'The basket making was extraordinary. It was fun learning how to weave and interesting how we could make baskets from what seemed like long, thin pieces of wood.'

Student, aged 10

'Learning how to weave and how different shapes were created was amazing. We felt sad about what happened to Moses and wanted to comfort him.'

Student, aged 10

TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses



TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses

Capturing Movement

Grange Park School, Kent – a specialist school for pupils with a diagnosis of ASC (Autism Spectrum Condition)

Ages 11–13

Our students took an interest in the movement of the figures in the painting, so we decided to explore how movement is conveyed in art. The women reminded us of ballerinas with outstretched arms, so we watched a video of a ballerina dancing. We regularly paused the video for a few seconds and quickly captured the movement using chalk pastels.

Art Teacher

'I can see trees, a river, mountains, women, a riverbank, clouds, arms and hands. I think they are in a forest because I can see trees, branches, the sky and a river. I think the women are going to keep the baby safe.'

Student, aged 11



TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses

Goggling at the Baby

Woodford Halse CE Primary Academy,
Northamptonshire

Ages 3–4

Our project was inspired by what all the women were looking (goggling) at in the picture, and how they were dressed in different colours. The children spent a day investigating colour by mixing red, yellow and blue together to make new colours. The final version was painted by the children using their fingers, and we added the basket and googly eyes to draw attention to Moses.

Class Teacher

'There's a baby in the middle in a basket.'

Student, aged 4



TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses

Floating Pebbles

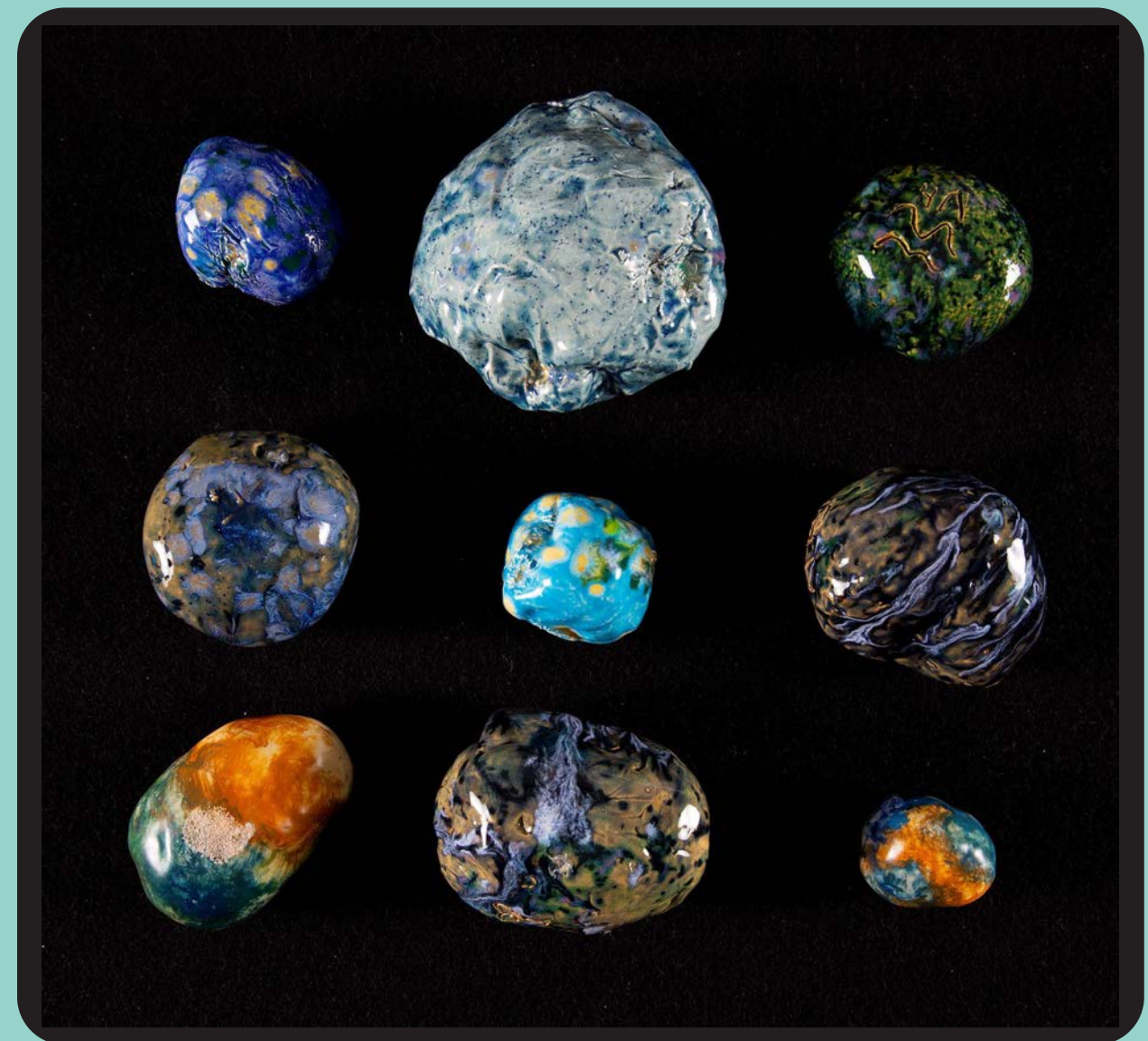
Headley Park Primary School, Bristol
Ages 6–7

Our class wondered if the pebbles in the painting were floating in the river. We dropped stones in water to find out if this would be possible, but they all sank! Disappointed by this outcome, we challenged ourselves to make pebbles that could float along the river with Moses. We wrapped clay around paper to make hollow 'rocks' that float perfectly!

Art Lead

'The newspaper inside the pebbles disappeared away in the hot kiln. Now the pebbles are floating and clattering and chattering to keep the baby Moses company.'

Student, aged 6



TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses

Beautiful Brooches

Headley Park Primary School, Bristol

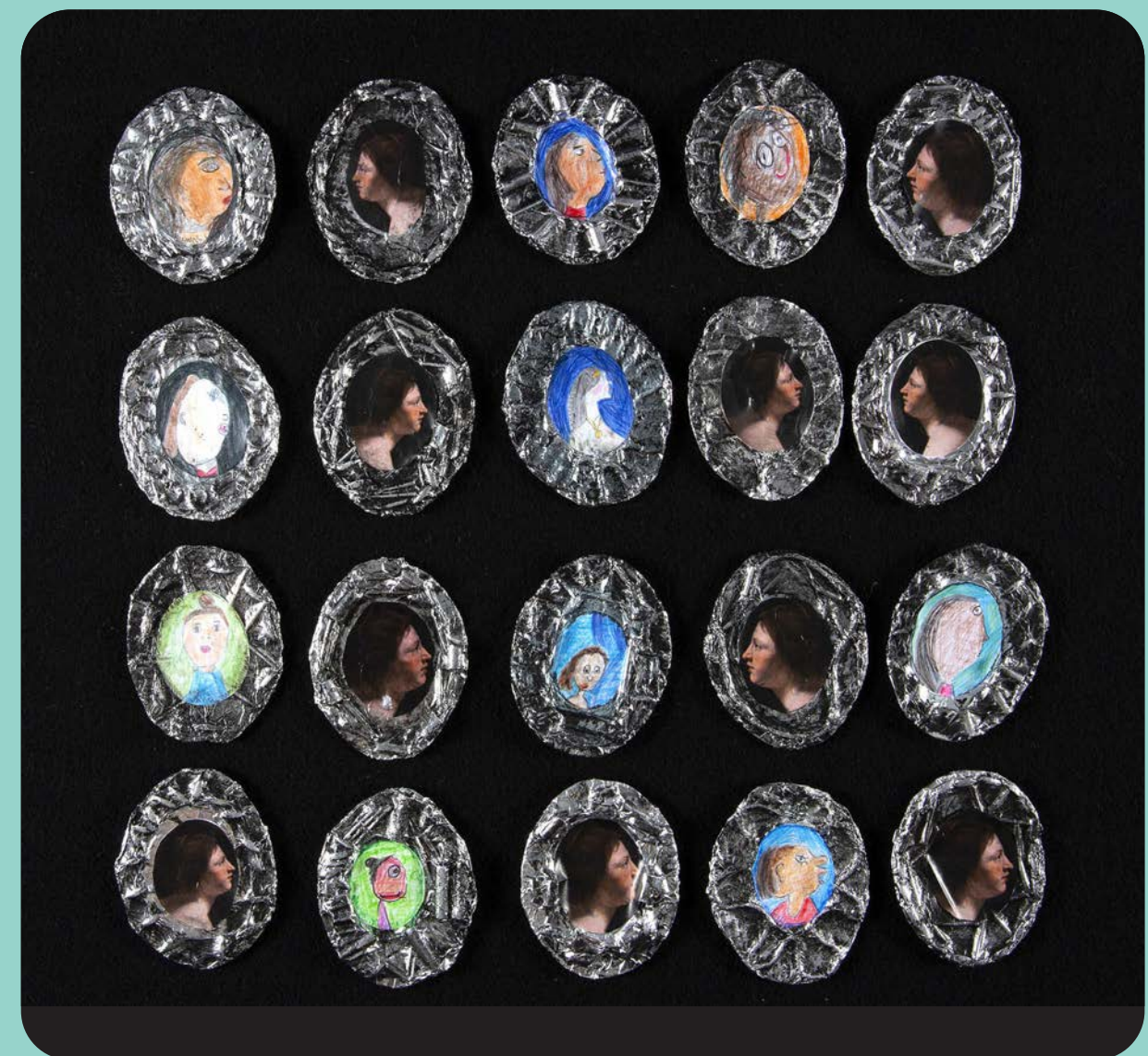
Ages 7–10

One child in our class asked if the women's clothes were held together by badges, after noticing the ornate brooches on some of their dresses. We decided to make our own brooches, sticking string and pasta to card, before covering with tin-foil to give a metallic effect. We used shoe polish to make the metal look old and added a portrait inside.

Art Lead

'Moses' mum lived in Egypt. She might not have looked like the mum in the painting – she could have looked like any of the mums in our school.'

Student, aged 7



TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses

The Making of Moses

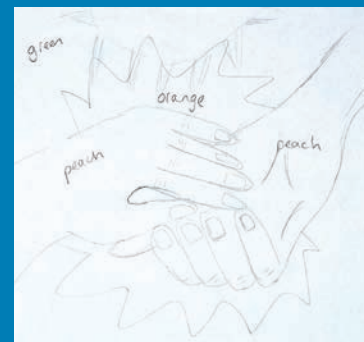
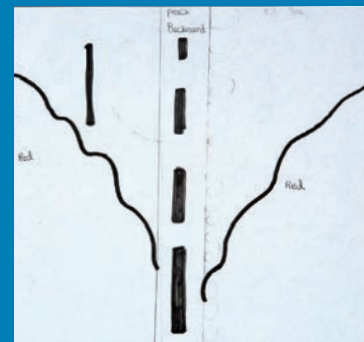
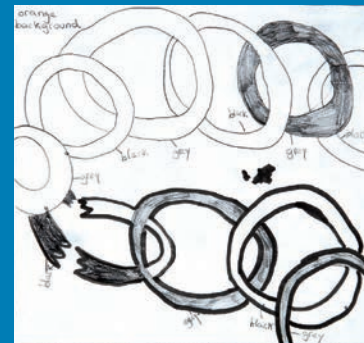
Holy Trinity CE Primary School, London
Ages 9–10

We decided to create a blanket for Moses. We wanted to show scenes from his life and include symbols to represent his character. We discussed these as a group and created a list of ideas. Each child then chose an element to design and make, stitching their final pieces together with a sewing machine.

Headteacher

'We started by sketching our designs, labelling which colour fabric we would use for each piece. It was important that we drew our designs to scale so that we could see what it would look like when we put it all together. After this, we selected our fabrics based on our designs.'

Year 5 children



TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses

Re-Take One Picture

Holy Trinity CE Primary School, London
Ages 5–6 and 10–11

Year 6 children noticed that Gentileschi had restaged the story of Moses to take place in the 1600s. This got them thinking about what the scene would look like at different points in history. They decided what clothes the figures would need to wear to tell the viewer when and where the action was taking place, and Year 1 children acted as models for their photographs.

Headteacher

'We posed just like the people in the painting. We thought that if Gentileschi could change the time of events to suit his audience, then why can't we? We imagined what the scene would look like in different time periods.'

Year 6 children



TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses

Moses' Blanket

Mab's Cross Community Primary School,
Wigan

Ages 5–6

We were interested in looking after baby Moses. We interviewed new mums about what a baby might need and decided to make a blanket for him. We investigated what would be the best type of material to use, before decorating the quilt using calming pastel colours. We finished by adding Moses' name in Hebrew and Egyptian on the back, to reflect his two different cultures.

Year 1 Teacher

'Mrs Jones' baby has got a blanket, that's what our baby needs.'

Student, aged 6

'I learned loads about looking after a new baby from Mrs Jones, things I can do to look after my new baby brother.'

Student, aged 6



TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses

Sign Language Stone

Sellincourt Primary School, London

Ages 4–11

One of our students said, 'I like the way the hands are telling the story', prompting us to look at how we can communicate through gesture. We worked with the Willow Centre – the school's centre for children with hearing impairment – to translate part of Moses' story into symbols and sign language. We then presented our work on a board painted to look like Egyptian sandstone.

Class Teacher

'The history of one painting can be so interesting. I want to learn more.'

Student, aged 9



Stormy Seas and Gentle Rivers

Hill Top CE Primary School and Nursery,
Bradford

Ages 7–8

Year 3 were shocked that Moses was hidden in a basket and put by the river to keep him safe. This got us talking about who or what we would like to keep safe. We practised weaving with different materials and created watercolour river paintings. We then cut our paintings into strips and used them to weave baskets, putting someone we would like to keep safe inside.

Teaching Assistant

'We saw pictures of the National Gallery and The Finding of Moses.... We drew pictures of who we would keep safe, like in Covid.... My favourite was when we did the watercolours using a sponge.... We made the basket with weaving, we had to slide the strips up as far as we could.'

Year 3 children

TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses



World of Caring Hands

West London Free School Primary
and Earl's Court Free School Primary
Ages 9–10

Year 5 were struck by the ways the story of Moses reflected a world of division and persecution. They also noticed that there were lots of hands in the painting which could symbolise unity. They investigated how stories about the life of Moses are told across different religions and how shared stories can bring us together. Their final work shows their hands joined in a unified world.

Art Teacher

'We looked at the story of Moses and took pictures of our hands in different positions to symbolise Pharaoh's daughter pulling the baby in and welcoming him into a new life. Our many hands are meant to reinforce the concept of being able to allow change through unity.'

Student, aged 10

TAKE ONE PICTURE

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The Finding of Moses



TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses

The Baby in the Basket

Runwell Community Primary School, Essex
Ages 9–10

Our class wanted to represent Moses' journey from his birth mother to the palace where he was raised by Pharaoh's daughter. The children organised themselves into small groups and each worked on one part of the piece. They decorated the woven cardboard basket with words to show how the people in the story might be feeling, and added tissue paper to the river to suggest movement.

Class Teacher

'We worked in small groups, creating separate parts of the model, to make it the best project we could. We really hope you like our piece of artwork.'

Students, aged 10



TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses

Gestures

Caroline Chisholm School, Northampton
Ages 7–8

Students focused on the women's hands and took photographs of their own doing similar gestures. We researched the anatomy of the hand and used this knowledge to make realistic sketches. We then thought about how hands are used to communicate. For our final piece, we chose the words 'safety' and 'protection' to represent the painting, and learned how to sign them.

*Higher Level Teaching Assistant
and Art Specialist*

*'I like that the hands in the painting were
pointing at something, it was like a secret
message from the artist.'*

Student, aged 8



TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses

The Finding of Inspiration

Gunthorpe Primary School, Peterborough
Ages 10–11

Our children focused on the women in the painting, and thought that they may have re-written the course of history when they saved Moses. We decided to replace each figure with an inspirational woman who has shaped the world. We researched and created posters about each person, before remaking *The Finding of Moses* with their images.

Class Teachers

'It was really interesting how the roles of women changed from the past and how women now have a right to do important things just like a man.'

Student, aged 10



Woven Willow Baskets

Kingswood Primary School, Gloucestershire
Ages 5–11

Lots of children were interested in Moses' basket and how it might have been made. We have a willow tree in our playground, so we invited a local weaver to teach us how willow can be used to make baskets. The older children worked with the wood, and the younger ones wove in between with wool.

Deputy Headteacher

'She showed us how to finish off a piece of willow so it looked neat. We found out that you can also use hazel.... The wool is a bit easier to weave and it makes it more colourful!... I want to do more! I cannot believe how relaxing it is!'

Kingswood students



TAKE ONE
PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses

The Finding of Moses at Our School

Grimes Dyke Primary School, Leeds
Ages 6–7

Having learned that Gentileschi created two versions of the painting – one set in England and the other in Spain – we decided to create our own version with our school's pond and woods in the background. We used different techniques to make the collage including bark-rubbing, colour-mixing, finger-printing and cyanotypes.

Curriculum Lead

'When we did a tree, we made a trunk by making a bark-rubbing and shading it in a little more with brown. On the top, for the branches, we made it a little thinner. We had to make quite small leaves. On the bottom of the leaves we shaded them with green. I really enjoyed the finger-printing for the pond because when we mixed the colours it made different blues.'

Student, aged 7

TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses



River Animals Batik

Snaresbrook Primary School, London

Ages 9–10

After discussing how Moses was found in the River Nile, the children wondered if he would have met any animals on his journey. They researched the animals that live in and around the river and each chose one to depict for their final piece. Students used glue to outline their designs, added colour with fabric paint, and then washed them to create a watery background.

Teacher

'When I washed the glue off, my fish looked 3D, like it was swimming down the Nile past the family.'

Student, aged 9

'The first attempt didn't really work but when we tried it with the glue it was amazing. The colours were so bright too, just like the colours of the women's dresses.'

Student, aged 9

TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses



Family Dresses

Snaresbrook Primary School, London

Ages 6–7

Our students were drawn to the style and colours of the women's dresses. They started to think about clothes their family members have worn and how styles have changed over time. They soon decided that they would like to make their own dresses and each designed a section on the theme of 'family' to add to the final piece.

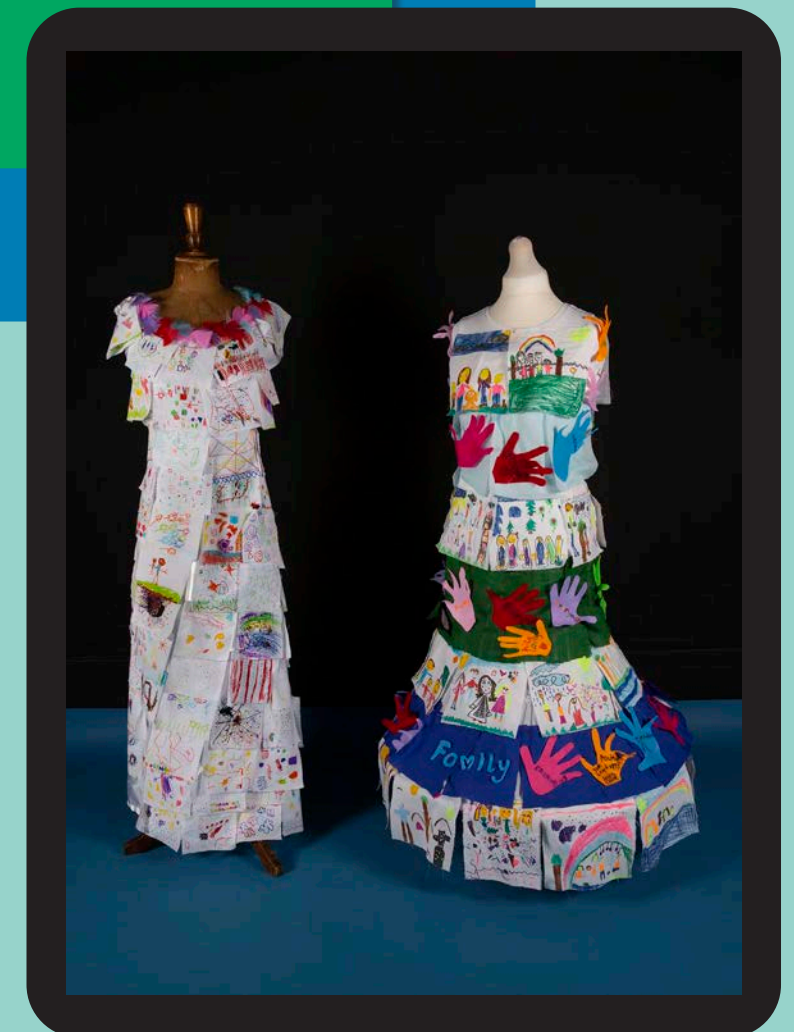
Teacher

'I think the picture is showing a special occasion because the baby was born. That is all about family. We did our family because we love them.'

Student, aged 6

'The dress reminds me of what good friends we all are. It reminds me of our class and joining together and teamwork.'

Student, aged 6



TAKE ONE
PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses

Exploring Clouds

Bridgewater Primary School, Northampton
Ages 3–4

Our Nursery Class noticed the clouds in the top right-hand corner of the painting, and we lay outside in the playground to see if we could spot any that were similar. We played with foam to imagine what a cloud might feel like and learned about different types, practising saying their long names. We then tried to paint them as realistically as possible.

Art Lead

'The clouds can move and they can be anything, they can be puppies or a dog. They could be soft like a cushion.'

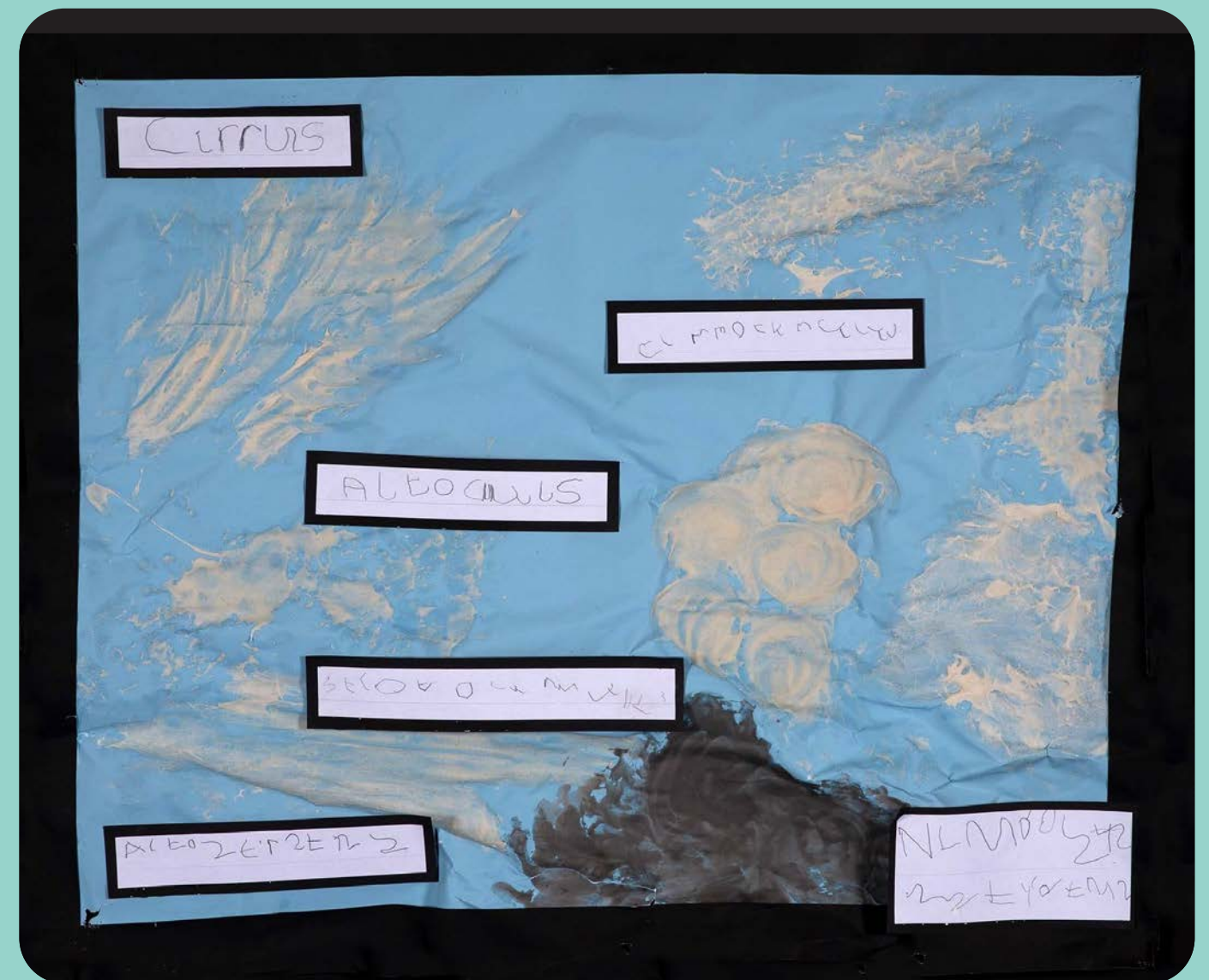
Student, aged 4

'It's going to rain now and we have to go back inside. The wind is strong and it's going to blow the clouds away.'

Student, aged 3

TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses



TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses

Egyptian Jewellery

John Bunyan Primary School, Essex

Ages 7–8

We thought that some of the ladies in the painting looked very wealthy because they were wearing jewellery. We then compared their jewellery to what they might have worn if Gentileschi had set the scene in ancient Egypt. The children enjoyed designing and making their own bracelets and necklaces using clay, cardboard and a variety of beans and pulses.

Year 3 Teachers

'We tried to work out who was who in the picture! We thought that some people must have more money than others because they were wearing jewellery. We loved moulding the clay into beads and pendants for necklaces and using pasta for our cuffs.'

Year 3 children



Animals of the Nile

John Bunyan Primary School, Essex

Ages 4–5

Our children were concerned that the baby might get eaten by a shark in the Nile. This led us to investigate what kinds of animals live in the river, and make our own versions from cardboard and papier mâché. We then made a fabric river and wore our creations to act out a scene by the Nile, exploring animal movements and sounds.

Class Teacher

A video of the children's performance can be seen on the digital display

'The papier mâché was easy. We learnt to dip it in glue, squeeze it and then slap it on!... We liked painting the crocodile. We made green with yellow and blue.... There are sharks in the sea but not in the Nile!'

Reception children

TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses



Moses' Mobile

Upton Meadows Primary School,
Northampton

Ages 8–9

We were surprised that Moses had been left alone in a basket, and we thought about what he might need on his journey. We came up with lots of ideas – such as a bottle, teddy and book – and decided to make them for him using clay. After the clay had dried, we decorated our objects with the paints we had made in our colour mixing project. We then displayed them on a mobile for Moses.

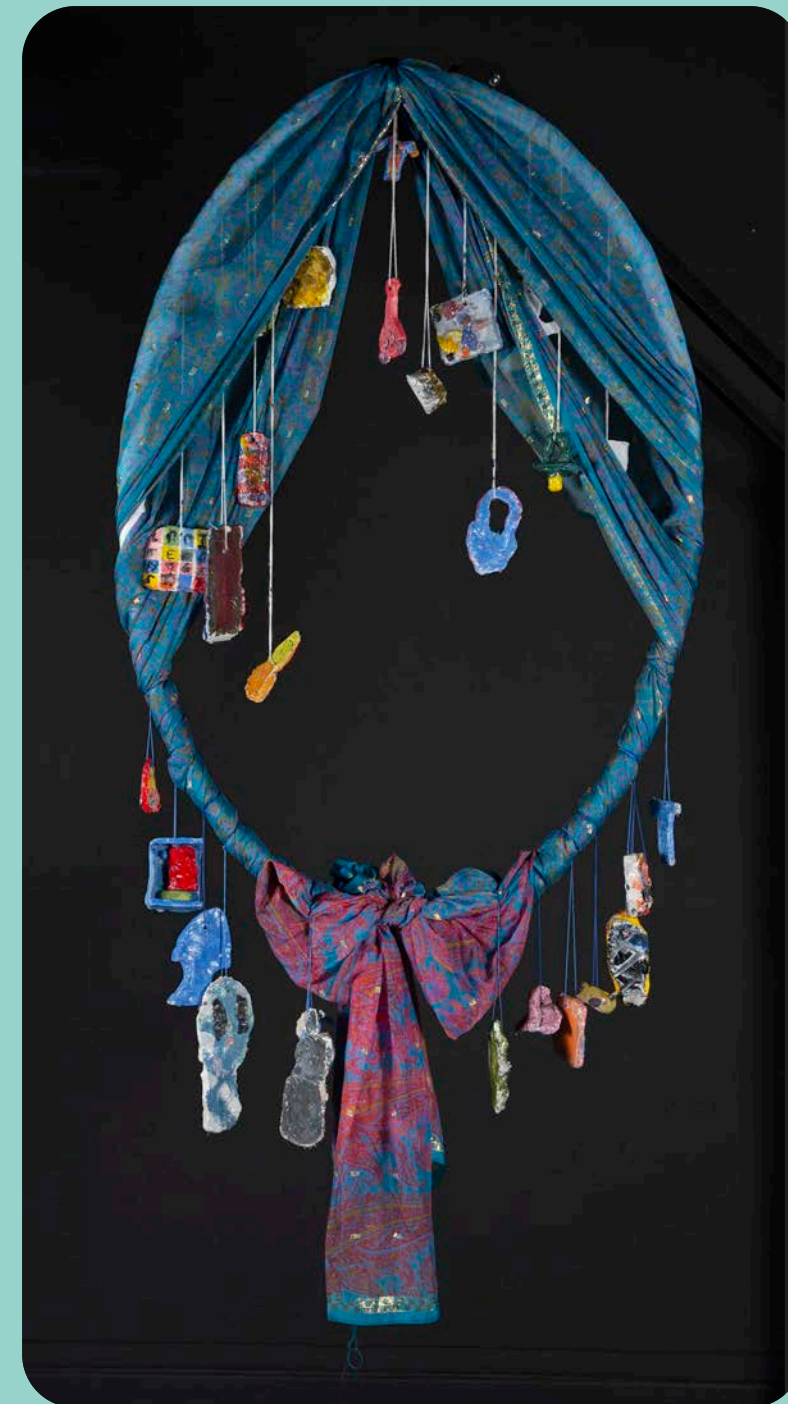
Class Teacher

'I designed a book for baby Moses. Firstly, I sketched my design, then I made it out of clay which was the most exciting part – using lots of tools and techniques. I had to be really careful with my design, so that it didn't break. I was very excited to mix the bright colours from the painting and use these to bring my clay work to life!'

Student, aged 9

TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses



Colour Mixing

Upton Meadows Primary School,
Northampton

Ages 8–9

We were drawn to the vibrant colours in the painting and wondered how these might have been made. We learned how to mix secondary and tertiary colours using a colour wheel and experimented with different paints to create the right shades for the women's beautiful dresses. We then used the paints to decorate our objects for Moses' mobile.

Class Teacher

'I painted the middle people first, Moses and the princess, to get the right proportions. We had to make sure we were mixing the secondary and tertiary colours correctly by using the colour wheel and exploring. This was great fun as there are so many bold colours in the painting to use.'

Student, aged 9

TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses



Pointing to the Creation of a Paper Moses

River Bank Primary School, Luton

Ages 7–9

We liked that there were lots of pointing arms in the painting, and decided to create a 3D version. We chose to make our sculpture from paper and painted each arm to match the colours in the painting. We then added tissue paper to replicate the puffy sleeves and wove a newspaper basket to place in the middle.

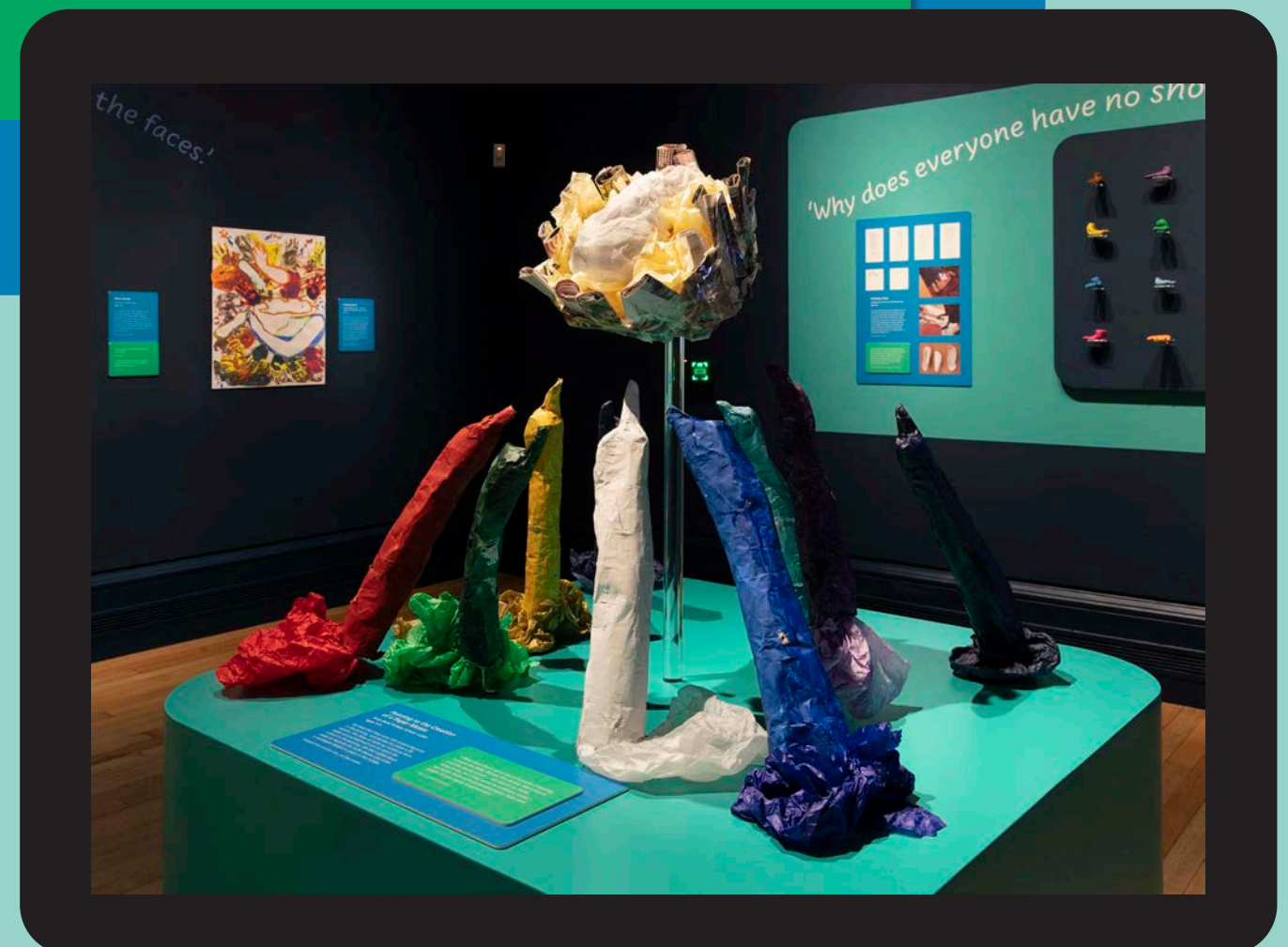
Art Club Leaders

'I liked that there were lots of people crowding around the baby Moses, the detail, the colours and the background.... We learnt to make some arms, but they were no ordinary arms – we made them with gummed paper, tape and paper. It was really inspirational.'

Year 3 and 4 children

TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses



Wire Hands

St Michael's School, Essex

Ages 10–11

Our students were really interested in the hands and gestures in the painting. We completed some observational drawings before deciding to translate our gestures into 3D. We worked with a sculptor to construct the hands, using pliers to carefully manipulate chicken wire and attach each finger separately. Our sculptures were then exhibited in the local community.

Class Teacher

'It was inspiring to meet a real-life artist and sculptor.'

Student, aged 11

'I loved working on the floor, using the chicken wire, most of all bending the hand into new positions.'

Student, aged 11

TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses



Storyboards

Gurnard Primary School, Isle of Wight

Ages 5–11

Many of our children were not familiar with the story of Moses, so after we looked at the painting and thought about what might be happening, we listened to a version of the story. We noted down the key elements of the narrative and used these to create storyboards.

Class Teacher

'I never knew the story of Moses so doing the storyboard helped me to understand what the painting was about. I also enjoyed a workshop we took part in where we used the shape of the painting and changed it to make it look more modern.'

Student, aged 9



TAKE ONE
PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses

Caring and Sharing

Frith Manor School, London

Ages 3–4

We focused on baby Moses and talked about what we could remember from when we were babies ourselves. We played a 'guess the baby' game with old photographs and held an event for parents and carers where the children drew their grown-ups. One parent answered lots of the children's questions about how to look after a baby, and we also learned that other living things, such as plants, need care too. We finished our project by decorating a buggy.

Art Leader

'When I was a baby, you know what I used to do? I used to play with my toys, and I used to reach for my toys and I couldn't reach them. I climbed everywhere and played and smiled and I was looked after.'

Student, aged 4



TAKE ONE PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses

The Trees

Rothwell St Mary's Catholic Primary School,
Leeds

Ages 5–6

We noticed that the trees in the painting looked like ones we had seen before, instead of those you might find in Egypt. We decided to create our own tree using different techniques such as collage and quilling. We took rubbings from local trees to make our bark look as realistic as possible and thought about how trees grow.

Art and DT Leads, Class Teacher

'We went to the woodland area to look at our trees and did rubbings with crayons.... We did quilling, which was really relaxing and good to learn a new skill.... We learned how to look after the trees by giving them water and sun.'

Year 1 children



TAKE ONE
PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses

Hopes of a Mother

Mab's Cross Primary School, Wigan
Ages 10–11

Year 6 first noticed the bright colours in the painting and wondered how they would have been made. We decided to experiment with making natural dyes by boiling ingredients such as beetroot, turmeric and cabbage, and adding crushed flowers. We also visited the local church to learn more about Moses' story and thought about it from his mother's point of view. We added her hopes for Moses to our final piece.

Arts and Culture Lead

'I really enjoyed making the different types of dyes. The colours we ended up with were really surprising.'

Student, aged 11

'I'm really proud of what we have made together as a class. Our last piece before high school and it is beautiful.'

Student, aged 11



TAKE ONE
PICTURE

Children inspired by Orazio Gentileschi's
The Finding of Moses